Academic Program Review

Planning and Development

2020-21 Academic Year

Handbook for the Comprehensive Academic Program Review and Annual Planning and Development Processes

At Johnson County Community College, the Comprehensive Academic Program Review process was implemented in the fall of 2014. This handbook has been updated for the beginning of the 2020-21 academic year and encompasses changes to the process, as well as, new software purchased by the College to support program review. The handbook is designed to be used by any program faculty or staff member as a guide to further understanding the ways in which data collection/analysis/reflection can inform effective program action planning and development.

Continued improvement of these processes is anticipated, and comments or suggestions are welcome. Direct all communications about the process, including questions, to:

Office of Assessment, Evaluation and Institutional Outcomes

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Overview of Academic Program Review, Planning and Development

What are the goals?

At Johnson County Community College, Academic Program Review, Planning and Development allows program faculty and staff to lead a purposeful and continuous cycle of improvement through two related processes: *Comprehensive Academic Program Review* and *Annual Planning and Development*. Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning and development process with the following goals:

- Ensure academic programs remain focused on student success and serving the needs of the community;
- Increase coherence of academic program development and apply continuous quality improvement;
- Enhance the quality of academic programs by assessing program strengths and challenges;
- Align academic program needs and campus priorities with the planning and budget process; and
- Ensure program priorities are consistent with the college's mission and strategic plan.

Who participates?

All credit academic programs and instructional support units that offer any of the following are included in the processes of program review, planning and development:

- Courses or sequence of courses designed to prepare students for employment in a specific field leading to an Associate of Applied Science Degree (AAS) or academic certificate at JCCC;
- Courses or sequence of courses designed to fulfill general education degree requirements at JCCC leading to an Associate of Arts; Associate of Science; or Associate of General Studies;
- Courses or sequence of courses designed to support the JCCC career and technical education curriculum;
- Courses or sequence of courses designed to support broad goals related to JCCC's mission (examples include Adult Basic Education, ESL, Remedial/Developmental Education);
- Courses or sequence of courses designed to fulfill transfer degree requirements at partnering colleges and universities;

- Instructional activities that directly support students and the delivery of instruction but not expressly teaching activities (examples include model UN, debate);
- Non-instructional activities that directly support students and the delivery of instruction (examples include Learning & Tutoring Centers, Library, Educational Technology Center, and Distance Learning).

Refer to the Appendix 4 for a list of credit academic programs included in this program review process**.**

When do academic programs participate?

The *Comprehensive Academic Program Review* is completed by programs every three years. During the intervening years, on an annual basis, programs will complete an abbreviated version of this process with the focus on student success and program innovation. This annual process is called the *Annual Planning and Development* process.

What is required?

Both the *Comprehensive Academic Program Review* and the *Annual Planning and Development* processes begin with reflection on three (3) years of program data provided by the Office of Institutional Planning and Research. Programs are encouraged to include other relevant data as part of this reflection. In both processes, program faculty write narrative components that include progress on action plans, significant student learning outcome assessment findings, external constituency and significant trends, and self-assessment of academic program vitality.

The process also includes establishing and updating program goals and plans of action, along with fiscal resource requests and adjustments. Every three years, as part of the *Comprehensive Academic Program Review,* programs also include additional reflections on student success, student learning outcomes, faculty success, as well as curriculum and mission alignment.

The software program *Strategic Planning Online (SPOL)* is used to help facilitate the management of data distribution, document attachment, and reflection elements. Training sessions on the process and software are available to all program faculty and staff during August Professional Development Days and early in the fall semester. Likewise, academic deans and other academic leadership participate in annual updates on the process.

For additional training needs or questions about the process, programs may contact the Office of Assessment, Evaluation and Institutional Outcomes.

Roles and Responsibilities

Academic Programs

Each fall semester, all Academic Programs (faculty and staff) will have available updated data from the Office of Institutional Planning and Research. Programs may choose to include additional resources such as survey results, trend data, or advisory board recommendations. At this time, programs will also have received a response from their Division Dean summarizing an assessment of the previous year's program review, planning and development. Using this compiled information, program faculty will consider the following:

- data reflection and narrative context;
- new and/or updated goals and action plans linked to the JCCC mission, vision and strategic plan;
- budget recommendations; and
- program self-assessment vitality recommendation

As described more fully later in this handbook, the *Comprehensive Academic Program Review* is completed by programs every three years. Program Review processes should be pursued with the focus on student and faculty success and achieving continuous quality improvement. Program faculty will use the *SPOL* software to document and report all data and reflections.

The JCCC Program Review Committee (PRC) can play a critical role in the program review, planning and development process. Programs should consider the PRC and/or the division PRC representatives as resources to program faculty and staff. Likewise and as needed, open and frequent communication with the Division Dean and Academic Vice President of Academic Affairs is encouraged throughout the process.

Summative data elements are made available on the college website at the end of each academic year.

Academic Deans

During the fall portion of the Academic Program Review cycle, academic deans will approve planning goals that are submitted as programs and planning units formulate the goals. Additionally, the Deans will review information as part of the Program Review process along with pending budget status for the next fiscal year (FY). The dean will provide a more complete assessment to each program within the division at the end of the Program Review cycle. This assessment, which should be used by programs during the review and development process the following fall, will include the dean's assessment of program vitality along with any comments, clarifying questions, suggestions and/or expectations. Open and frequent discussion with each

program is encouraged throughout the process.

Program Review Committee (PRC)

The Program Review Committee, whose primary focus is the *Comprehensive Academic Program Review,* is an integral part of the Academic Program Review, Planning and Development process. The PRC is a JCCC standing committee composed of two faculty members elected by each academic division and three members appointed by the Vice President of Academic Affairs. The PRC assists programs in achieving continuous quality improvement by maintaining focus on student success, faculty involvement, currency, and relevancy.

Each year the PRC will assess all *Comprehensive Academic Program Review* submissions and provide constructive, formative feedback to participating programs. After review, the PRC will solicit comments from the individual programs to ensure the process was beneficial. Programs may submit edits of their submissions based on PRC feedback prior to the final deadline.

Instructional Deans' Council (IDC)

The IDC will assist the Vice President of Academic Affairs in establishing prioritized academic branch initiatives and budget recommendations.

Vice President, Academic Affairs (VPAA)

The Vice President, Academic Affairs is responsible for making branch recommendations to the President's Cabinet and Board of Trustees. Programs and/or deans may request discussion with the VPAA at any point in the process; the VPAA may also request discussion during the process.

Discussions may also be initiated by programs, deans, or the VPAA in situations where the dean and program have differing perspectives on vitality, goals, and/or action plans that cannot be reconciled. Depending on the circumstances, the VPAA may find it necessary to proceed with budget recommendations, adjust enrollment or scheduling, or take other actions to safeguard students and faculty pending any further decisions.

The VPAA may also determine further examination will not be productive or necessary and choose not to initiate additional review. In such cases, the differing opinions will be communicated to the President's Cabinet as part of the branch planning and budget recommendations.

Ad Hoc Program Vitality Committee

For programs in which revitalization efforts have been unsuccessful or in circumstances

warranting full phase-out of a program, the VPAA may consider forming an Ad Hoc Program Vitality Committee. This committee will consist of:

- Division Dean
- Program Faculty Chair (or other faculty representative appointed by program faculty)
- Program Counseling Liaison (or absent such, Counseling Chair)
- Program Review Committee co-chairs (if division representative is from the program in question, another PRC member will be appointed by the committee; if the dean co-chair is the same as division dean for the program in question, then another division dean would be appointed by the VPAA)
- One other representative appointed by the program faculty
- Other representation as requested by VPAA (examples Advisory Committee Chair, Educational Affairs Chair)

The VPAA will determine who will chair the committee and establish the timeline for the review and final report. The Ad Hoc Program Vitality Committee will conduct its own review of the program's status and will be charged with interpreting the qualitative and quantitative data of the program review; soliciting additional data and commentary; and conducting its own research as deemed warranted. At the conclusion of the review, the Ad Hoc Program Vitality Committee will provide recommendation(s) and associated rationale to the VPAA.

President's Cabinet and Board of Trustees

The President's Cabinet is responsible for making recommendations to the Board of Trustees. The Cabinet considers the recommendations made by the Vice President of Academic Affairs. The Cabinet will review and clarify any questions prior to seeking the Board of Trustees approval or pursuing other action.

Office of Assessment, Evaluation and Institutional Outcomes

The Office of Assessment, Evaluation and Institutional Outcomes is responsible for the updates and maintenance of the software used to support both Administrative and Academic Program Review. The office also provides assistance to programs, deans, and the VPAA in the use of the software and in the program review processes. The office also facilitates reporting of the summative reports on the college website at the end of each academic year.

Academic Program Review, Planning and Development Timeline

August/September

Program Faculty

- ❑ Attend training on *Comprehensive Program Review* and/or *Annual Planning and Development*
- ❑ Updated data is available in Cognos for programs to access via software
- ❑ Review and discuss the assessments of the previous year's process with the dean
- ❑ Review requirements for completion of the Program Review sections and request additional data as needed to complete
- ❑ Determine work teams and/or strategies and deadlines to complete the Program Review, Planning and Development processes

September/October

Program Faculty

- ❑ Continue review, discussions, and work on completing reviews
- ❑ As applicable, complete the Curriculum and/or Program Inventory Management (CIM/PIM) through the "dean's step" approval for new, modified, or deactivated curriculum. Deadline for this step is October 31. Contact the Curriculum Office at curriculum@jccc.edu for assistance
- ❑ Submit Program SMART Goals as completed to the Dean for approval in the software system

Program Faculty/Division Dean/VPAA

- ❑ Maintain open and frequent discussion, as needed.

Dean

- ❑ Review and approve or recommend changes to programmatic SMART goals as submitted.

October/November

Program Faculty

- ❑ Continue work and provide opportunities for program faculty review and refinement of Program Planning or Review drafts
- ❑ Submit new or revised Program SMART Goals to the Dean for approval
- ❑ Maintain open and frequent discussion with the Dean, PRC, PRC Division Representative, and/or Vice President of Academic Affairs as needed

Program Faculty/Division Dean/VPAA

- ❑ Maintain open and frequent discussion, as needed

Dean

- ❑ Review and approve or recommend changes to programmatic SMART goals as submitted

December/January

Program Faculty

- ❑ By December 30, finalize submissions within software.

Dean

- ❑ Review and clarify preliminary program planning and development proposals
- ❑ Draft prioritized division initiatives & budget proposals for next FY
- ❑ Update program on division prioritized initiatives and budget proposals for next FY

IDC/VPAA

- ❑ Review, clarify, and refine preliminary division program planning & development proposals
- ❑ Draft and refine prioritized branch initiatives and budget proposals for next FY

January-May

Program Faculty

- ❑ Refine program goals and action plans; begin implementation of action plans and/or plan for implementation of action plans in the next cycle
- ❑ Receive feedback from Program Review Committee (*Comprehensive Program Review* cohort)

PRC

- ❑ Review *Comprehensive Program Review* submissions and provide feedback to respective programs of the comprehensive cohort (January-March)

Dean and VPAA

- ❑ Support academic program refinement of program goals and action planning and implementation
- ❑ Maintain open and frequent discussion as needed

June/July

Dean

- ❑ Fully review *final* submissions from the previous AY and pending budget status for next FY
- ❑ Complete a vitality assessment report, and any comments, clarifying questions, suggestions and/or expectations. This may include consideration for referral to

the PRC and/or PRC division representatives to assist with subsequent fall semester planning and development

IDC/VPAA

- ❑ Review respective program vitality assessment reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.

Assessment, Evaluation and Institutional Outcomes

- ❑ Place summative data components of Program Review, Planning and Development reports on the college website.

Guidelines for Completion of the *Annual Planning and Development* Process

The focus of the annual process is on student and faculty success and continuous quality improvement. The following gives an outline of the sections program faculty will complete within the SPOL program review software for the *Annual Planning and Development* process. Details about each section are provided below and within the referenced Appendix sections of this handbook.

*Video links for both Comprehensive and Annual Review sections may be found on the *What is Required* webpage under the *Academic Program Review, Planning and Development* section on the JCCC website

Annual Planning includes the following sections:

In the **Planning Module**:

- Update to the units Goals

In the **Assessment Module**

- Update to Assessment Data on either General Education Learning Outcomes or Institutional Learning Outcomes

In The **Program Review Template**:

1.0 Program Summary

5.0 Program Accomplishments and Reflection on Data & Trends

7.0 Fiscal Resource Narrative

8.0 External Constituency and Significant Trends

9.0 Academic Program Vitality Reflection

Guidelines for Completion of the Comprehensive Academic Program Review Process

The following gives an outline of the sections program faculty will complete within *SPOL* program review software for the *Comprehensive Academic Program Review* process. The numbering system shown below mirrors that which is used within the *SPOL* software. Details about each section are provided below and within the referenced Appendix sections of this handbook.

Comprehensive Review Includes the Following Sections:

In the **Planning Module:**

- Update to the units Goals

In the **Assessment Module**

- Update to Assessment Data on either General Education Learning Outcomes or Institutional Learning Outcomes

In the **Program Review Template**

1.0 Program Summary

2.0 Student Success

- 2.1 Achieve/Promote Student Success
- 2.2 Co-Curricular Activities

3.0 Reflection on Current Curriculum

- 3.1 Degrees and Certificate Offerings
- 3.2 Honors Activities

4.0 Faculty Success

5.0 Program Accomplishments and Reflection on Data & Trends

6.0 Mission Alignment

7.0 Fiscal Resource Narrative

8.0 External Constituency and Significant Trends

9.0 Academic Program Vitality Reflection

Academic Program Review Categories Instructions, Examples, & Resources

1.0 Program Summary

Provide a descriptive summary of the program. This should be 2-3 paragraphs in length.

2.0 Student Success

Provide a definition of how student success is defined by the program. This should include a definition that is beyond a passing grade in the coursework.

Example 1

The department promotes student success through one-to-one relationships with students and colleagues, innovation of teaching strategies (creative ways to engage students in active learning and reflection), refinement of course offerings to better meet students' needs (rebalancing numbers of sections of each course in response to enrollment figures as well as expanded online course offerings), and continual exploration of new ways to engage students with discipline- related content, including Learning Communities, Independent Studies, and Honors contracts/courses.

Example 2

The department defines student success as that of acquiring a set of skills and competencies to produce work that exhibits ingenuity and self-expression, compelling composition, along with strong technique and exceptional craftsmanship. In addition, student success is defined by acquiring the intellectual foundation to interpret and evaluate work.

2.1 Achieve/Promote Student Success

Describe how the program achieves and promotes student success. Focus on those activities and innovation that are within the three-year comprehensive cycle.

2.2 Co-Curricular Activities

Programs should review the categories and participation types of co-curricular activities that can be found in the **Resources** tab in the Program Review Software. Programs should provide information on the types of co-curricular activities students engage in to supplement classroom learning. Please discuss how these activities are assessed for effectiveness.

Co-Curricular	Experiences and opportunities outside the classroom that correspond to what students are learning inside the classroom. Co-curricular experiences are not necessarily extracurricular. Some of the opportunities may be found

	as part of a particular class (such as service learning) while others may be offered through student activities.
Extra-Curricular	Extracurricular activities are organized student activities that are not part of the regular school curriculum, carry no academic credit and may not be connected to academic learning. Unlike co-curricular activities, extra-curricular activities do not have the primary goal of improving the academic or educational achievements of students as they are recreational or social in nature.

3.0 Reflection on Current Curriculum

Please describe curriculum holistically, speaking specifically to the breadth, depth, and level of the discipline. Additionally provide narrative on the coherence of the curriculum and the processes by which the program updates and keeps curriculum relevant. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompt is to stimulate thought and **it is not expected that programs specifically answer each and every question.**

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How coherent is the curriculum?
- Is it designed to provide program outcomes integration or is the student expected to do the integrating?
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how internationalized is the curriculum?
- Does the program have specialized accreditation? If yes, complete the attached specialized accreditation worksheet in section 4.0.
- Does the program encourage/support student participation in Study Abroad?
- Does the program have any community-based learning components in the curriculum?

Example

Students who complete this curriculum can expect to have specific integrated experiences throughout the course content. Courses are structured and sequenced to mesh accumulative knowledge with growing proficiencies within each course as well as an interpretive whole of the program experience.

Courses are revised with changing outcomes whether through assessment, interaction with transfer institutions, or knowledge of the profession. Five of the ten courses have been modified or created in the last couple of years to meet these ever-changing needs for our students.

3.1 Degrees and certificate offerings

List what degrees and certificates offered and/or describe how the program curriculum supports other degrees and certificates awarded by the college.

3.2 Honors Activities

Describe, as applicable, the honors activities the program is engaged in. This would include listing those courses with honors contracts.

4.0 Faculty Success

Faculty success over the three-year comprehensive cycle should be highlighted in this section. The accomplishments can embrace academic achievement in the discipline, national or regional honors, campus activities that support student success, or other innovations, research, teaching, and community service.

Example

Our department values faculty and staff who work in the professional world or who stay connected to our discipline at a national level. Most of the adjunct faculty currently works professionally in and around Kansas City. They each possess a specific skill-set which benefits our students. The full-time faculty and staff stay connected to the professional world or to the academic world at large.

5.0 Program Accomplishments and Reflection on Data & Trends

In this section, departments should highlight noteworthy program accomplishments over the three-year comprehensive cycle. Programs should also provide thoughtful reflection on the data provided through Cognos on student success, attrition, completion, etc. Programs should also provide context of any trends in the data, as well as external trends that may have affected the data.

Example 1

The total student credit hours decreased by 19% over the three-year period from academic year 2011-2012 to 2013-2014. Full-time faculty credit hours decreased by 16% and reflect the net loss of one full-time faculty member. In spring 2012, one full-time faculty member resigned and was not replaced. In spring 2013, one full-time faculty member retired and was replaced. Part- time faculty student credit hours decreased by 31%.

Enrollment numbers decreased by 33% and average class size decreased by 10%. Several contributing factors tend to depress the average class size. A few classes were taught as "Course by Arrangement" to allow students to complete classes needed for their

certificate or degree even though the registration numbers were very low in the classes.

Our students' completion rate remained very high, climbing from 91.3% in 2011-12 to 93% in 2013-2014. Attrition rate remained low overall.

The Course Completion, Success and Attrition by Distance Learning and On-Campus Courses by Course Number data provided a surprising insight. Faculty discussed the fact that online courses fill first during enrollment, even though online courses typically receive lower student satisfaction ratings. The data provided in the Program Review data shows that completers and completer success rates are higher for distance learning classes when compared to the same classes offered F2F. The data provided an unexpected vote of confidence for distance learning class offerings.

Example 2

Our average class size, completion, success, and attrition rates are comparable and slightly better than the college average. Comparing to closely related disciplines within the Arts, Humanities, and Social Sciences division shows that the department has significantly lower enrollment. Overall measures of completion, success, and attrition are roughly the same (or slightly better) than comparable disciplines.

Completion, success, and attrition complete rates ranged from 87.5% to 97.0% and completer success rates range from 83.6% to 100%. Attrition rates ranged from 12.5% to 3.0%. In some instances, small class size causes attrition rates to appear high. To decrease attrition rates resources such as First Alert and Counseling will be more effectively utilized. For short term classes, student contact will be made by e-mail or phone after first absence.

The metrics for on-campus and distance learning (or online) sections by course number reveal two broad trends. First, for those online students who remain in the course, student success is about the same as face-to-face cohorts. Attrition rates are generally higher online. If online sections continue to increase in popularity, online instructors will need to address the course completion rates. Second, although there is a slight decline in overall enrollment, there is a shift in delivery system. It appears that students are opting to take online sections rather than traditional face-to-face sections of the same course. Interestingly, online enrollment increase, face-to-face declines, but overall enrollment remains consistent.

6.0 Mission Alignment

Programs should indicate how the program's offerings align with the JCCC mission: JCCC inspires learning to transform lives and strengthen communities.

7.0 Fiscal Resource Narrative

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets are emailed from the budget office early in October and should be uploaded into SPOL prior to the submission deadline of December 30.

Fiscal Resource Requests/Adjustments

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position change requests
- Educational technology support
- Instructional Technology Planning (ITP) requests
- Facilities/Remodeling requests
- Capital equipment
    - Non-capital 54030 furniture & equipment
    - New 54050 capital furniture & equipment
    - Replacement 54050 capital furniture & equipment
- Other as applicable
    - Accreditation fee request
    - Membership fee request
    - Coordinating reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division dean and other decision-makers and to inform financial decisions made throughout the year.

8.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

- **Program Advisory Committee:**
  - A template for the Program Advisory Committee form is available on the **Resource** section of the software. Using the template, programs should provide a list of advisory member name/ title/ organization/ length of service on committee; note the committee chair with an asterisk (*).
  - Additionally, programs should upload meeting minutes from the previous spring and fall semesters.

Other External Constituencies: Some examples are Career Pathways or other career development activities, College Now or other dual credit or academic development activities, civic or academic honors, community service, co-curricular activities, and/or transfer articulation or affiliation agreements. Include documentation of the affiliation and a description of significant trends that are impacting or anticipated to impact the program and/or student outcomes.

Significant Trends: Some examples are reports on the status of the discipline from national discipline-related associations; national, state and local reports on workforce demands; changes to national and state policy on professions related to the discipline; changes in transfer universities; or K-12 curriculum emphases.

9.0 Program Vitality Assessment

The program vitality assessment is embedded within the software in this section. Programs should choose the appropriate self-assessment vitality indicator. Descriptions of these are provided below.

Academic Program Vitality Indicators

Program faculty should use all available information to consider the category assignment which best reflects the program's current status and subsequent goals and anticipated action plans. Some potential qualitative and quantitative vitality indicators of program demand, quality and resource utilization include the following:

Vitality Indicators

Demand	Quality	Resource Utilization
• Student credit hours • Student headcount • Average class size • Declared majors or concentrators • Individual course purpose (developmental; transfer; career support; career core; discipline interest) • Graduate job placement • Career job projections • No/minimal regional duplication • Impacting trends (accreditation; economic; public policy; educational; market/industry) • Other as applicable	• Student course completion • Student course success • Student course attrition • Student learning outcomes • Student retention/ persistence • Formalized articulations with education and industry partners • Degree/certificate attainment • Career credential/license success • Transfer success • Graduate satisfaction • • Employer satisfaction • Wage potential • Industry engagement • Other as applicable	• Class fill rate • Cost per credit hour • Cost per FTE • Student FTE per Faculty • Revenue generated • Facility assigned/needed • Equipment/technology needed • Staff assigned/needed • External affiliations • Institutional resource priorities • Other as applicable

Academic Program Vitality Descriptions

Vitality Categories

Category 1:	Potential Enhancement Opportunities
Category 2:	Maintain Current Levels of Support/Continuous Improvement
Category 3:	Revitalization Opportunities or Needs
Category 4:	Phase Out Vitality Category Descriptions

Category 1: Potential Enhancement

Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Curriculum Office (curriculum@jccc.edu) should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

- Program exceeds JCCC's comparative discipline data medians/averages on most criteria or explains adequately why smaller numbers are necessary and appropriate.
- Program shows a clear and consistent upward trend in majors and SCH production.
- Program is above JCCC comparative discipline data on average for student retention, transfer, and/or graduation.
- Cost per student is at or below national averages or other comparative numbers available for this type of program.
- Student FTE per faculty is at or below other comparative numbers available for this type of program.
- Indication of unmet demand and the program could grow further with additional resources.
- Qualitative indicators suggests high program quality and student outcomes.
- Program is well aligned with JCCC mission, strategic plan, and KPI's.
- There is evidence to suggest that there is sufficient demand to initiate a new program.
- Resource requirements are reasonable and evidence suggests that appropriate support will be provided for new program.

Category 2: Maintain Current Levels of Support/Continuous Improvement

Programs with consistent successful outcomes will want to ensure that trends, resources, and/or other factors remain at high quality with minor modifications suggested for

improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans. Some guidelines which indicate a program should be given a Category 2 vitality recommendation are:

- Program is on par with JCCC comparative discipline data medians/averages on most criteria.
- Program shows a stable trend in majors and SCH production.
- Program is near JCCC comparative discipline data average for student retention, transfer and/or graduation.
- Cost per student is close to national averages or other comparative numbers available for this type of program.
- Student FTE per faculty is at or slightly above other comparative numbers available for this type of program.
- Indication that program is meeting need with adequate resources.
- Qualitative indicators suggests appropriate program quality and student outcomes.
- Program is aligned with JCCC mission, strategic plan, and KPI's.

Category 3: Revitalization Opportunities or Needs

At times, programs may find more substantial change is needed in order to best serve the needs of students. These programs may determine due to impacting trends and/or inconsistent and/or declining indicators of student success that program revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented. Some guidelines which indicate a program should be given a Category 3 vitality recommendation are:

- Program is below the JCCC comparative discipline data medians/averages on most criteria.
- Program shows a declining pattern in majors and SCH production.
- Program is below the JCCC comparative discipline data average for student retention, transfer, and/or graduation.
- Cost per student is well above national averages or other comparative numbers available for this type of program.
- Student FTE per faculty is above other comparative numbers available for this type of program.
- Indication program is not meeting needs and requiring substantial resources.

- Qualitative indicators give insufficient data to suggest quality program and student outcomes.

Category 4: Phase Out

A program is unlikely to consider this category and it would be the rare exception for a dean to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that a dean would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources. Some guidelines which indicate a program should be given a Category 4 vitality recommendation are:

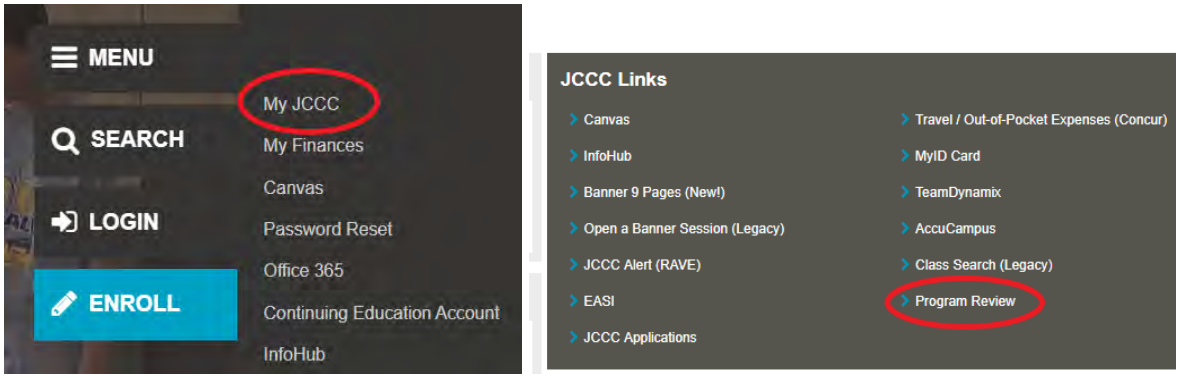
- There has been a serious attempt to improve program effectiveness and efficiency but efforts have proven to be unsuccessful or have shown insufficient improvement.
- There has been no serious attempt to improve program effectiveness and efficiency since last annual or *Comprehensive Academic Program Review.*
- No satisfactory potential to restructure organizationally or by discipline, curriculum, program, etc. has been identified.
- Future efforts are not warranted due to changes in needs, expectations, duplication of curriculum, or the cost of delivery is too substantial.

A list of Program Review reference videos may be found on the JCCC YouTube page.

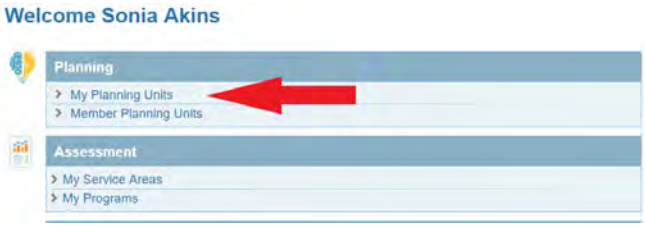
Guidelines for Planning and Goal Setting in SPOL

Designated Program Managers – If you are designated as a program chair, the Office of Assessment, Evaluation and Institutional Outcomes has established an account for you with your program information. If you are a new chair or faculty member in a department needing access, please have your Dean contact the office to initiate the process to create an account for you.

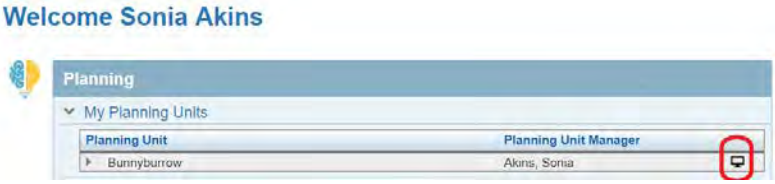
A link for logging into Program Review can be found on your **My JCCC** page under **JCCC Links**. If you are a registered SPOL user, you may use your JCCC login information and password.



All planning and goal setting will now be completed in the planning module of the SPOL software. Once you logon to SPOL using your JCCC single sign-on, it opens a welcome screen showing all programs/departments you currently have access to. If you are the planning unit manager or you are a member of the planning unit through a special assignment, you have editing access. All others have read only access.

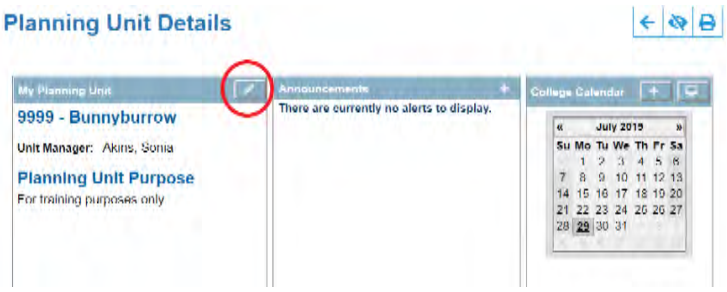


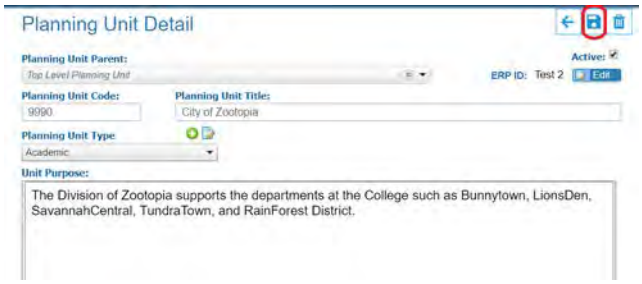
Step 1: open my planning units (if you are the manager) or member planning units.



Step 2: select the monitor icon to open the planning unit. This will take you to the Planning Unit Details page.

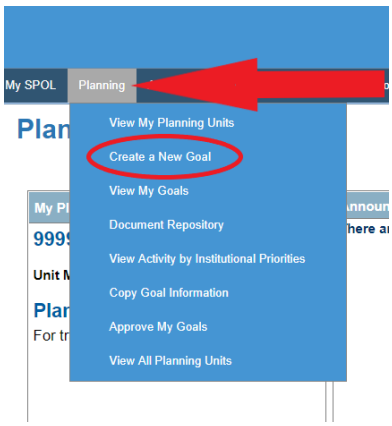
Step 2b (only needs to be completed once): select the pencil in the My Planning Unit box to add text for Planning Unit Purpose. Make sure to save your work by selecting the blue disc icon.



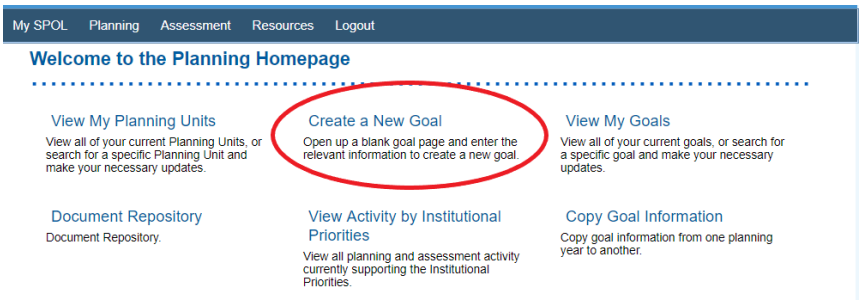


Creating Goals in the Planning Module

This module allows the user to create short or long term (multi-year) goals, track tasks associated with the goal, update the progress, work with another department impacted by the goal, link goals to institutional priorities, and upload supporting documentation.



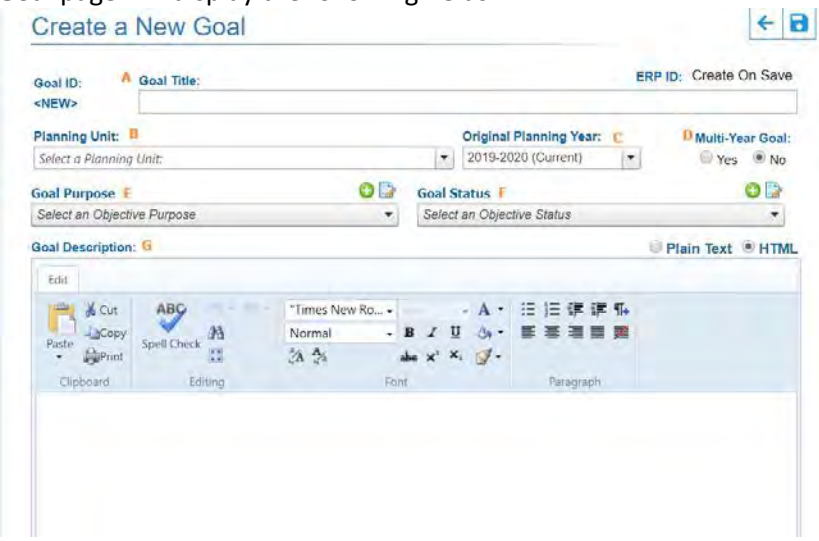
While on the **Planning Unit Details** page, place your mouse over the Planning tab in the top navigation bar. This will open a drop down menu, select **Create a New Goal**. If you accidentally select the Planning tab instead, you will arrive at the **Planning Homepage** where you can also select **Create a New Goal.**



Creating a New Goal

The option to create goals is only available when the logged on user is the planning unit manager or a special assignment member of the planning unit (this grants editing access). All other members of the planning unit have read only access.

The **Create a New Goal** page will display the following fields:

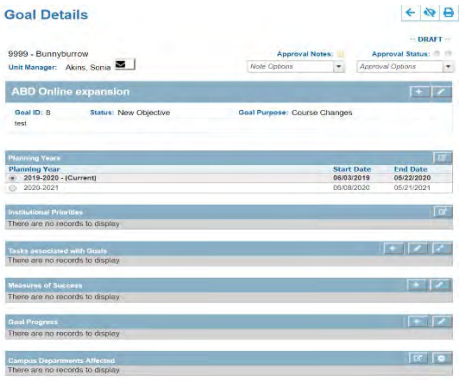


A. **Goal title** – short description of the Goal
B. **Planning unit** – your department
C. **Original Planning Year** – indicates the year the goal will begin. Can only be selected from the dropdown menu when the Goal is first created.
D. **Multi-Year Goal** – indicates the life span of a Goal (you will select the actual years on a different screen if you select yes).
E. **Goal Purpose** – using the dropdown menu, select the primary purpose for which the Goal has been created. If you do not see an option that fits well with your goal, use the green plus symbol to create one.
F. **Goal Status** – from the dropdown menu indicate the current status of the newly created Goal
G. **Goal Description** –description of the goal (okay to cut and paste from another document)

Select the blue diskette icon to save. The goal is saved and a Goal ID is computer generated.

Goal Details

The **Goal Details** page is the primary template in the Planning module and represents the page for which most planning is established and executed. Once a Goal has been created and saved, the user will land on the **Goal Details** page.



Add – opens a narrative box to add new text

Select – opens a box with preset options to choose from and may also include a narrative box

Edit – allows the user to edit previously entered information

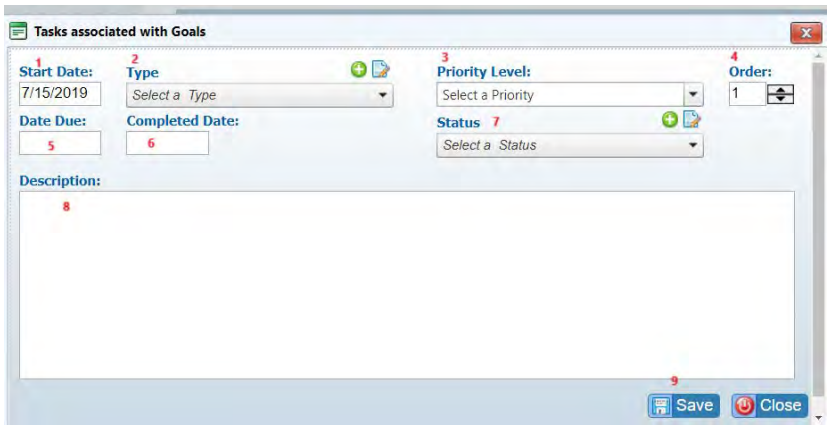
On the **Goal Details** page, users will provide the details associated with their Goal(s). From reporting out status and results to listing assigned tasks with due dates, the Goal Details page is home to the goal's specifics.

Planning Years – In most cases, a Goal is created as Single-year which only displays the single year attached to the Goal. There are circumstances however where Goals are Multi-year. If you have a multi-year goal, choose the square with arrow icon in order to select the additional planning years your goal covers. Select the blue diskette icon to save your selections.

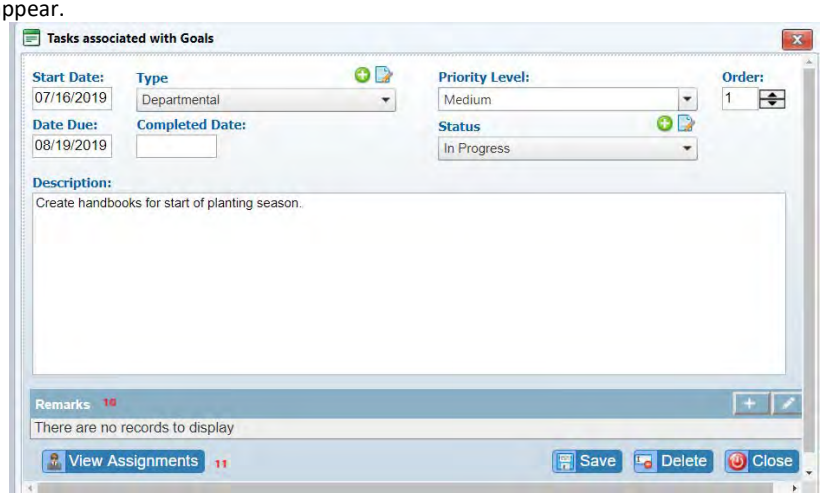
Institutional Priorities – Which part of the strategic plan does the goal support or advance? To align your goal with an institutional priority select the square with arrow icon and choose the Priority (primary) and the Strategy (secondary) that your goal supports or advances. Select the blue diskette icon to save your selections.

Tasks Associated with Goals

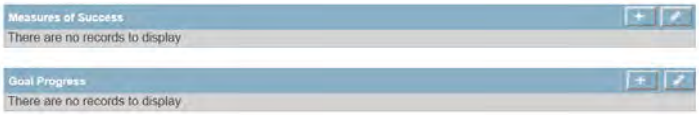
In this section, the user will list the many things that must be accomplished to achieve the overall goal. These might be steps to follow in an action plan or more finely-defined actions that add up to the overall goal. To create a new task, select the plus symbol. To edit an existing task, double-click the task or highlight the task and select the pencil icon.



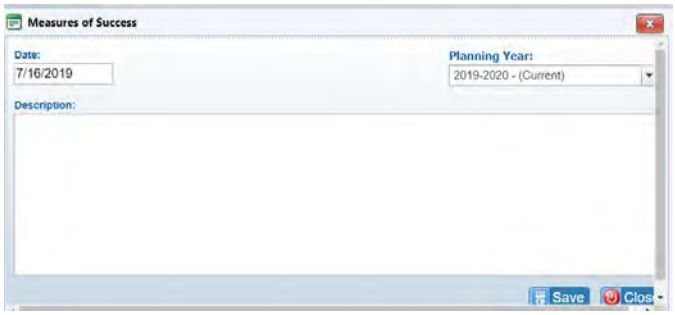
1. **Start Date** – the date the task or action begins
2. **Type** – preset options in the dropdown menu can be used, you can add your own using the green plus symbol, or it can be left blank
3. **Priority level** – using the drop down box, indicate the urgency of the task: high, medium, or low
4. **Order** - The order in which the tasks are or have been performed. The order indicated will dictate its listed order on the Goal Details page.
5. **Due date** – date the task or action should be completed
6. **Completed date** – date the task or action is actually completed
7. **Status** – using the drop down menu, indicate the overall status of the task: completed, discontinued, in progress, ongoing, or pending
8. **Description** – detailed account of the task
9. **Save** – saves all additions and/or edits and for new task, selecting save will display the **View Assignments** and **Remarks** options.
10. **Remarks** - Any notes, updates, or requirements associated with the Task. Multiple remark entries can be created for each Task. To add a new remark, select the blue plus icon. To edit an existing remark, double click it or highlight it and select the pencil.
11. **View Assignments -** The designated area for Task assignments. When selected, a list of the current assignments associated with the Task will load along with a button to add new assignments. The Task's details must first be established and saved for the Assignment option to appear.

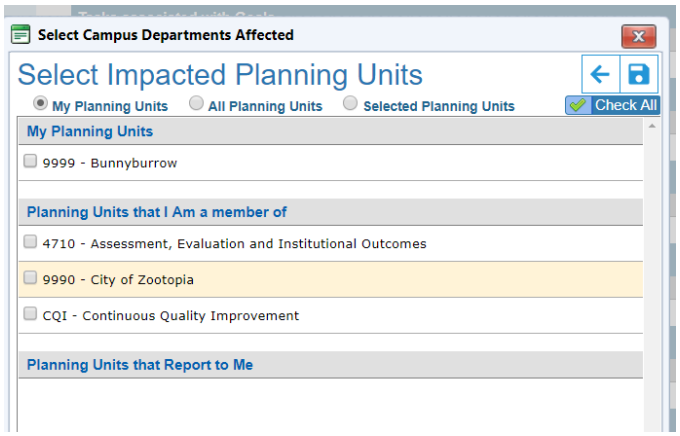


Measures of Success – What does success look like for this goal? Use the plus icon to open a narrative box and describe success for this goal. Select the save button before closing.



Goal Progress – Here you can track the progress of the goal by entering significant updates or possible delays/setbacks in reaching the goal. Use the plus icon to open a narrative box. Select the save button before closing.





Campus Departments Affected – if this particular goal directly/indirectly impacts another department or you are working in conjunction with another department, select the planning unit using All Planning Units. Select the disk to save your selection.

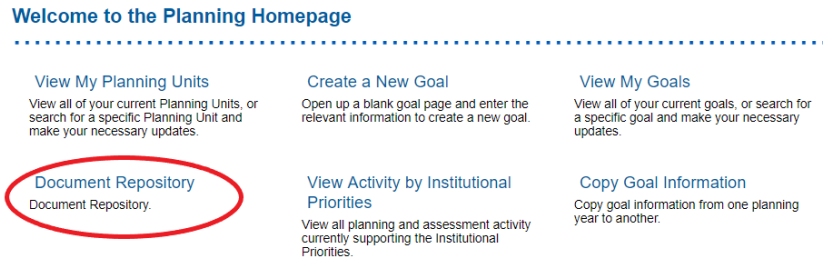
External Specialized Accreditation – please contact the Office of Assessment, Evaluation and Institutional Outcomes if your program has an external specialized accrediting body.

Document Repositories

SPOL has multiple document repositories (Planning, Assessment, and Accreditation) that serve as a shared central location to house documents.

Each repository is isolated from the others, but documents can be accessed and shared within the confines of a repository. Once a document has been uploaded to the appropriate repository, it can be **assigned** to records for which it provides relevant information, reducing duplication and the confusion caused by multiple versions of a single document.

1. Navigate to any one of the **menu pages** listed above.
2. Scroll down the page to the **Document Repository** option and select



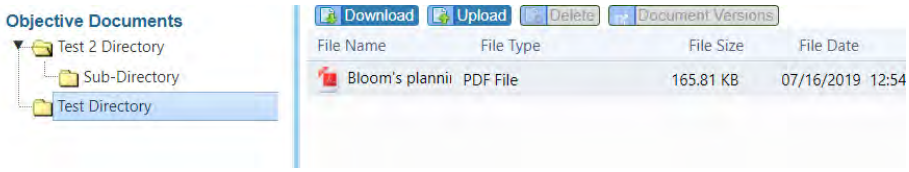
ADDING A DIRECTORY

To add a directory (folder), right-click on the parent directory in the left-hand window pane. This may be the default top-level directory (which does not have a folder icon to the left) or a sub-directory listed below it.

1. Select <New Directory> to add a new folder
2. Click in the open <Directory Name> field to change the name of the directory
3. Press enter to save the name of the directory
4. Once the directory has been created, right-click on the name of the new directory to add a sub-directory (if desired), repeating steps 1-3, or click on the directory to add a file

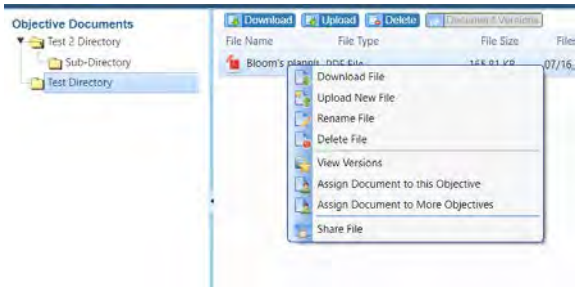
ADDING FILES

To add a file, click on the directory in the left-hand window pane, which will display the contents of the directory in the right-hand pane. Select the caret to the left of the directory name to expand and display sub-directories.



1. When the directory has been selected, select the <Upload> button
2. Select the <Browse> button in the dialog box to browse to the file to be uploaded
3. Select on the file name and then select the <Open> button (*Helpful hint: please make sure when naming directories or uploading files you include your department name, i.e. AEIO Budget, ENGL Course Completion Success, ECON Reports, etc.)*

4. The dialog box will show that the file is being transferred to the server; the window will close when the transfer is complete, and the file will be displayed in the **Document Management** window
5. Repeat steps 1-4 to add more documents
6. When uploading documents from a Goal, Program, or Learning Outcome Details page, the file is automatically **assigned to the page** where the upload operation was begun; when the Document Management window is closed, the file will be displayed in the Document Management data store on the page
7. For the Planning, Assessment, and Accreditation Repositories, you can right-click on the document and assign it to additional records within the module

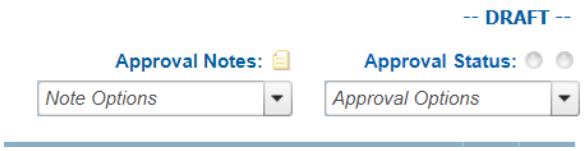


Link Management – Provides access to the Goal Link Repository. Web links are first created in the repository then assigned to the appropriate Goal. The link repository functions similarly to the document repository.

Submitting Goals for Approval

While goals are being created/edited, the Goal Details page will indicate Draft.

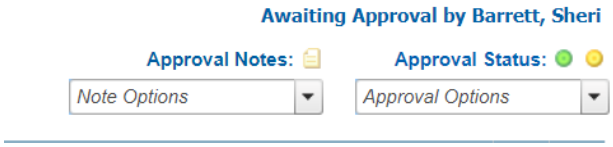
Goals in Draft – When goals are in **Draft**, the dropdown menu will display two options **Approve Objective** and **View Approval History**. If you are a Planning Unit Manager, submitting an approval (by choosing approve objective from the dropdown menu) will notify whoever is next in the approval chain (Dean/Asst. Dean/Division Chair/Department Supervisor) the Goal is ready for their review.



Once the Planning Unit Manager approves the created goals, the Goal Details page indicates Awaiting Approval.

Goals Awaiting Approval – When approval actions are applied, an automatic system generated email will be sent to the appropriate manager in the approval chain. At the second or any

subsequent levels of the approval chain, the approval status indicator will display the message Objectives (*goals*) Waiting Approval.



Approval Status – The Approval Status area displays the current state of the Goal. Messages such as, Draft, Awaiting Approval, or Approved will be displayed in this area. The approval status image is accompanied by colored indicators notifying users as to where the Goal is in the approval chain. Green indicates the Goal has passed through approval, Orange indicates the Goal is pending approval by a Unit Manager (only applies to departments with a division chair or assistant dean), Yellow indicates the Goal is pending approval by a Dean/Dept. Supervisor, and Red indicates the Goal has been passed back for modifications.

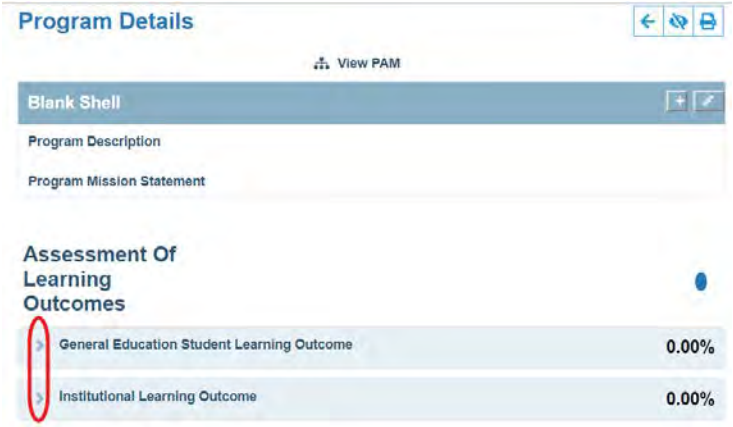
Approval Notes – Notes can be added to any approval action and previously added approval notes can be viewed from the Goal Approval Notes dropdown. When an approval action is applied, the Notes text box will appear. When the Modify Objective (goal) action is applied, a Note will be required.

Guidelines for the Assessment of Student Learning Module

The Assessment Module of the software is where all assessment findings are entered: learning outcome assessed, progress report, mastery matrix, significant findings, and ongoing assessment plans. The program may upload any supporting documents using the Assessment Document Repository as well. The instructions below will walk you through the process of entering your findings. The steps must be followed in order.

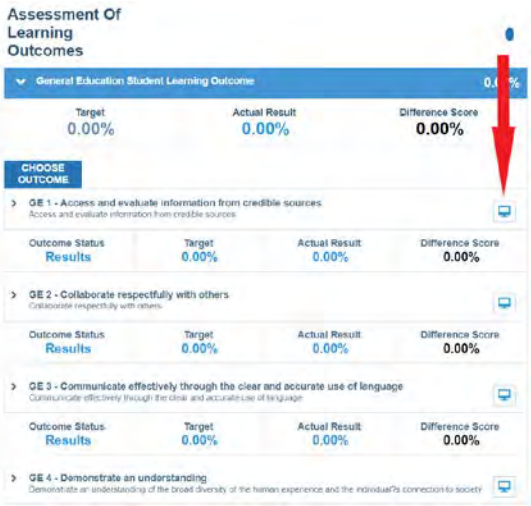
Step 1a – There are two ways to access the assessment module, from your **My SPOL** page under the **Assessment** heading. Select the monitor icon next to the program you want to access. This opens the **Program Details** page.

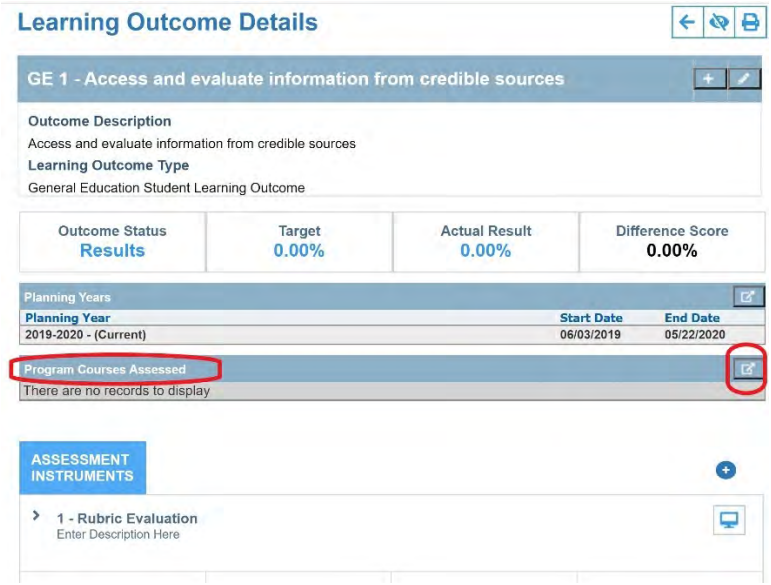
Step 1b –From the **Assessment Homepage** select **Academic Programs** and double click the program you want to access. This opens the **Program Details** page.



Step 2 – Under **Assessment of Learning Outcomes**, select the caret in front of either **General Education Student Learning Outcome** or **Institutional Learning Outcome**.

Step 3 – In the **Choose Outcome** section, select the monitor to the right of the learning outcome you assessed. This opens the **Learning Outcome Details** page.



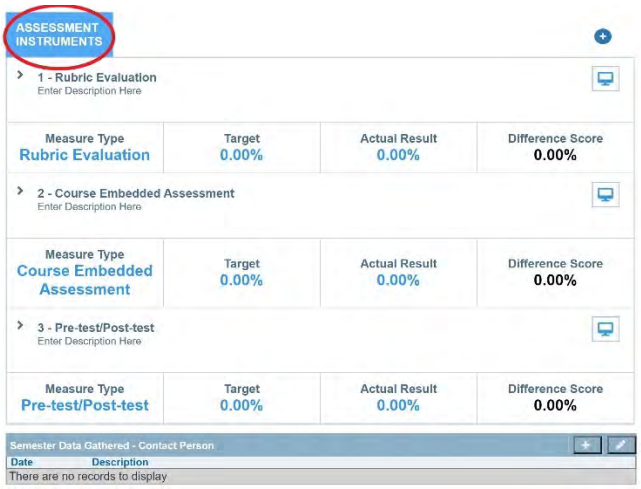


Step 4 – On this page, use the square with arrow icon to the right of **Program Courses Assessed** to select the course(s) you assessed. You must also enter a skill level. Do not skip this step! Select the save icon.

Step 5 - Next, drop below the Assessment Instruments section to use the plus icon to the right of **Semester Data Gathered – Contact Person** to enter this information. Select the save button.

Associated Standards only apply to departments with specialized accrediting bodies.

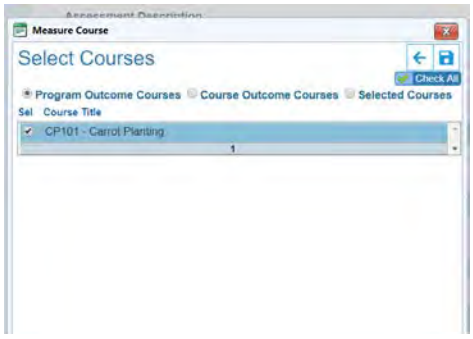
Document Management – A copy of your assessment instrument or other supporting documents can be uploaded here.

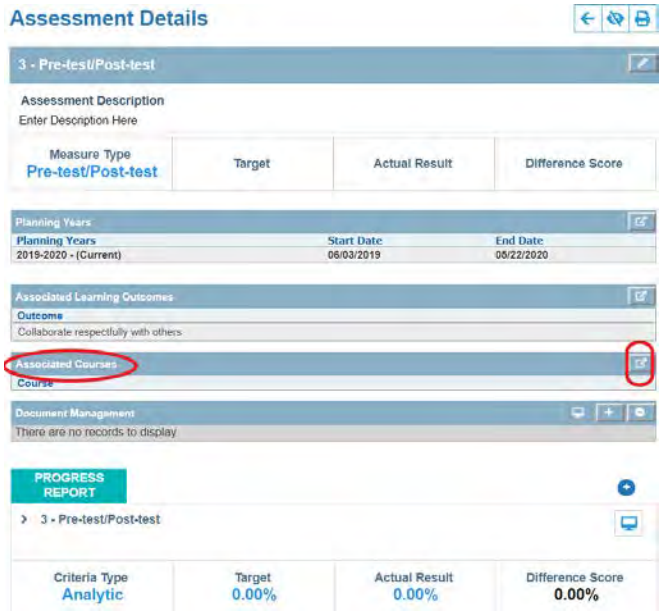


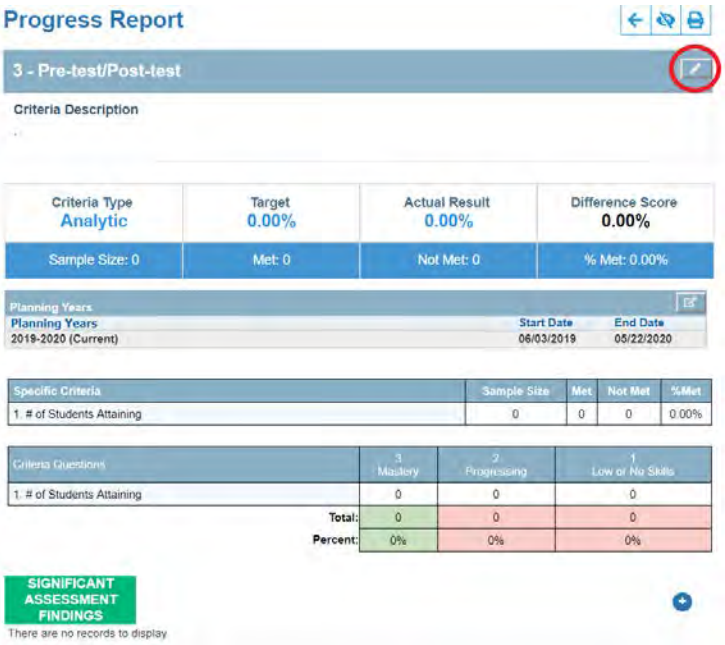
Step 6 – Remaining on the Learning Outcome Details page, go to the **Assessment Instruments** section. Select the monitor to the right of your chosen assessment – Rubric Evaluation, Course Embedded Assessment, Pre/Post-test. This will take you to the **Assessment Details** Page.

Step 7 – Select the square with arrow icon to the right of **Associated Courses** and choose your course (if no course(s) are shown, then you skipped step 3 and must go back). Select the save icon.

The **Associated Learning Outcomes** box should contain the learning outcome you selected in step 3.



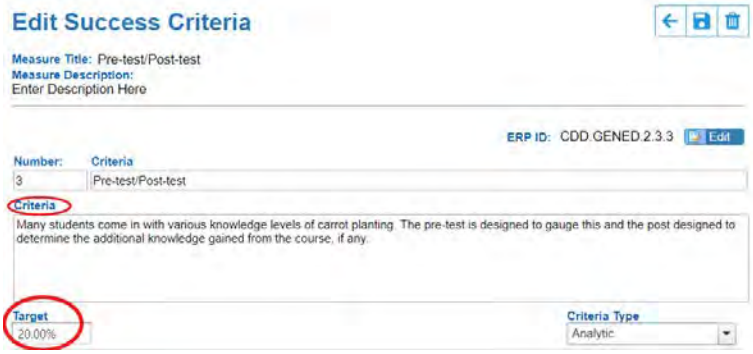




Step 8 – On the same page, scroll to the **Progress Report** and select the monitor to the right of your chosen assessment instrument. This opens the **Progress Report**.

Select the pencil to the right of your assessment instrument, this opens the **Edit Success Criteria** box. Using the narrative box under **Criteria**, enter a brief description of the assessment used.

Next, enter the **target percentage**. Use a whole number. Your target is tied to the **Mastery** level only. What percentage of students should be attaining mastery in your assessed course? Select the save icon. This returns you to the **Progress Report**.

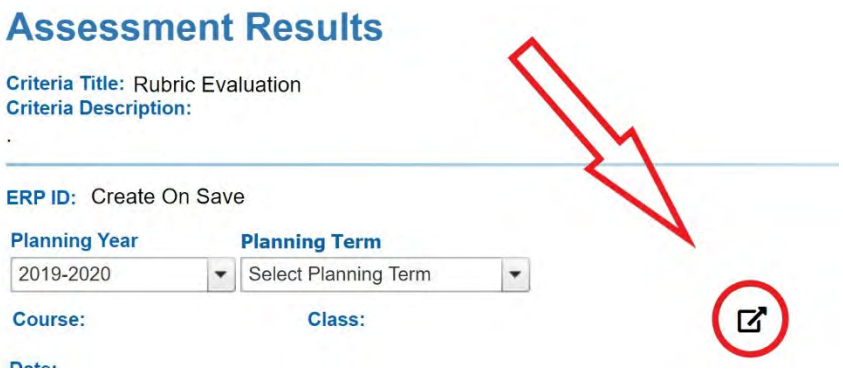


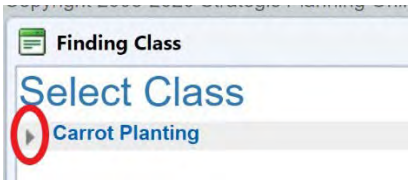
Step 9 – Below the Progress Report, select the blue plus icon to the right of **Significant Assessment Findings** (the green box). This opens the **Assessment Results** page. Please follow the steps below in order.

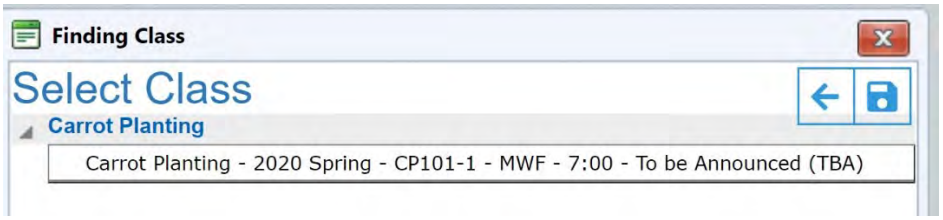
1. Select the square with the arrow icon in the center. Choose your course by selecting the caret in front of the course name, then select the class that appears.
2. Choose your next (semester the assessment **planning term** took place).
3. Next enter the number of students assessed in **Sample Size**.
4. Enter the number of students attaining mastery, progressing, and low/no skills. **Percent met and totals will calculate for you.**

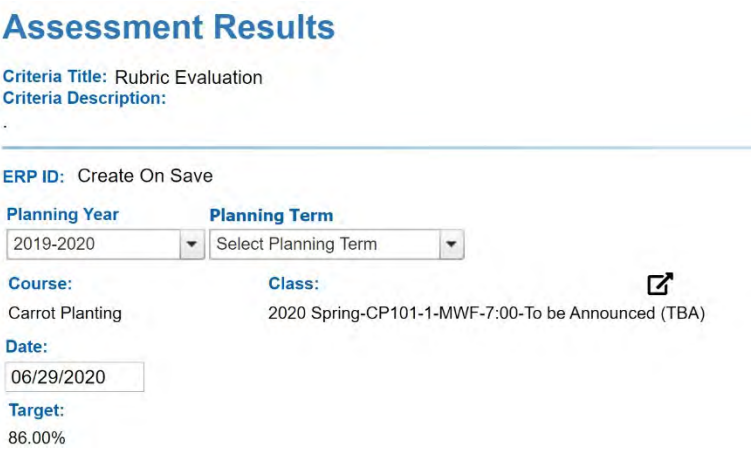
Enter a brief narrative of any significant assessment findings. Select the save icon. This takes you to the **Assessment Findings** page. Review your findings.

Step 1


Assessment Results
Criteria Title: Rubric Evaluation
Criteria Description:
ERP ID: Create On Save
Planning Year
Planning Term
2019-2020
Select Planning Term
Course:
Class:


Finding Class
Select Class
Carrot Planting


Finding Class
Select Class
Carrot Planting
Carrot Planting - 2020 Spring - CP101-1 - MWF - 7:00 - To be Announced (TBA)


Assessment Results
Criteria Title: Rubric Evaluation
Criteria Description:
ERP ID: Create On Save
Planning Year
Planning Term
2019-2020
Select Planning Term
Course:
Carrot Planting
Class:
2020 Spring-CP101-1-MWF-7:00-To be Announced (TBA)
Date:
06/29/2020
Target:
86.00%

Sample of an Assessment Findings page

Assessment Findings

CP101 - Carrot Planting
2020 Spring-CP101-1-MWF-7:00-To Be Announced (TBA)

Date	Criteria Type	Reporting Level	Planning Year
7/19/2019	Analytic	Class	2019-2020

Measure Type	Target	Actual Result	Difference Score
Pre-test/Post-test	20.00%	35.00%	+15.00%
Sample Size: 100	Met: 35	Not Met: 65	% Met: 35.00%

Specific Criteria	Sample Size	Met	Not Met	%Met
1. # of Students Attaining	100	35	65	35.00%

Specific Criteria	3 Mastery	2 Progressing	1 Low or No Skills
1. # of Students Attaining	35	60	5
Total:	35	60	5
Percent:	35%	60%	5%

Document Management

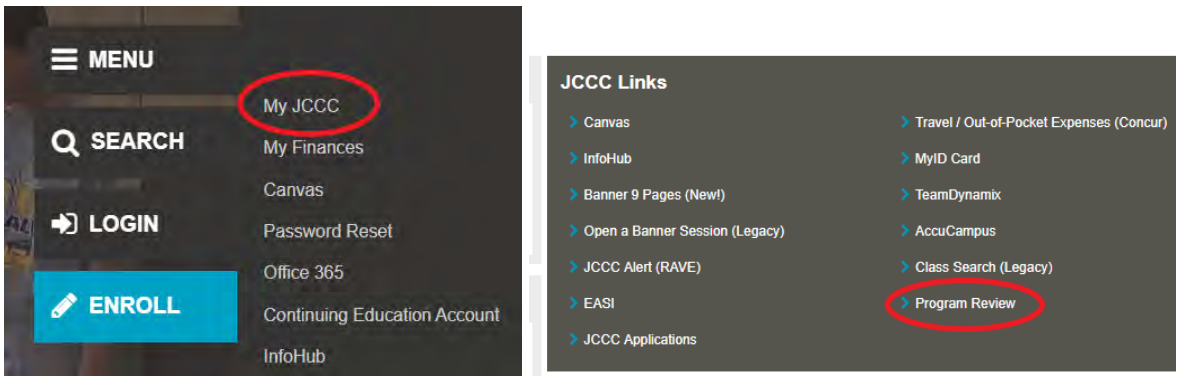
There are no records to display

Significant Findings:

Guidelines for Program Review in the Assessment Module

Designated Program Managers – If you are designated as a program chair, the Office of Assessment, Evaluation and Institutional Outcomes has established an account for you with your program information. If you are a new chair or faculty member in a department needing access, please have your Dean contact the office to initiate the process to create an account for you.

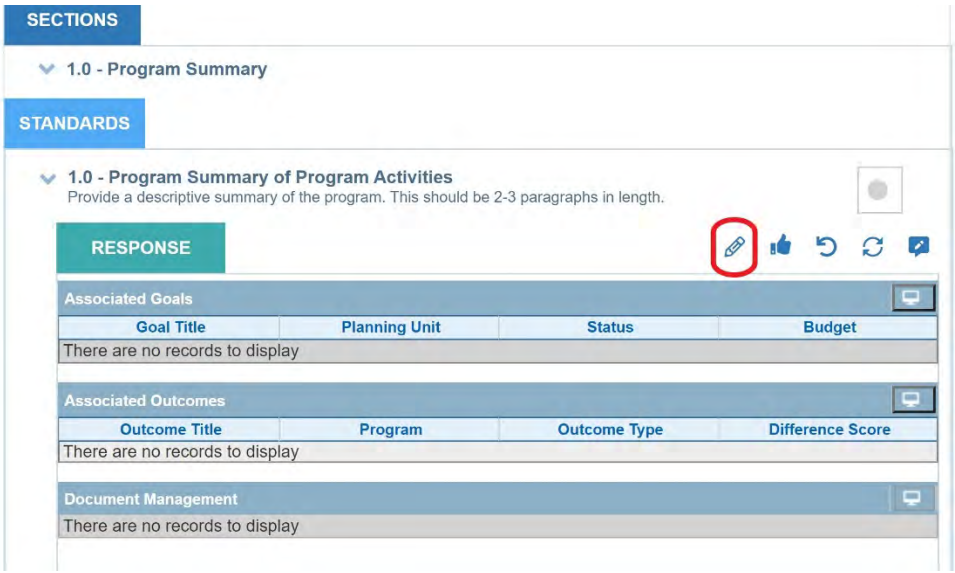
A link for logging into Program Review can be found on your **My JCCC** page under **JCCC Links**. If you are a registered SPOL user, you may use your JCCC login information and password.



From the MySpol/Welcome page, find the Assessment section and select the caret in front of My Programs. Select the monitor to the right of the program you want to access (most people will only have one program to choose from).

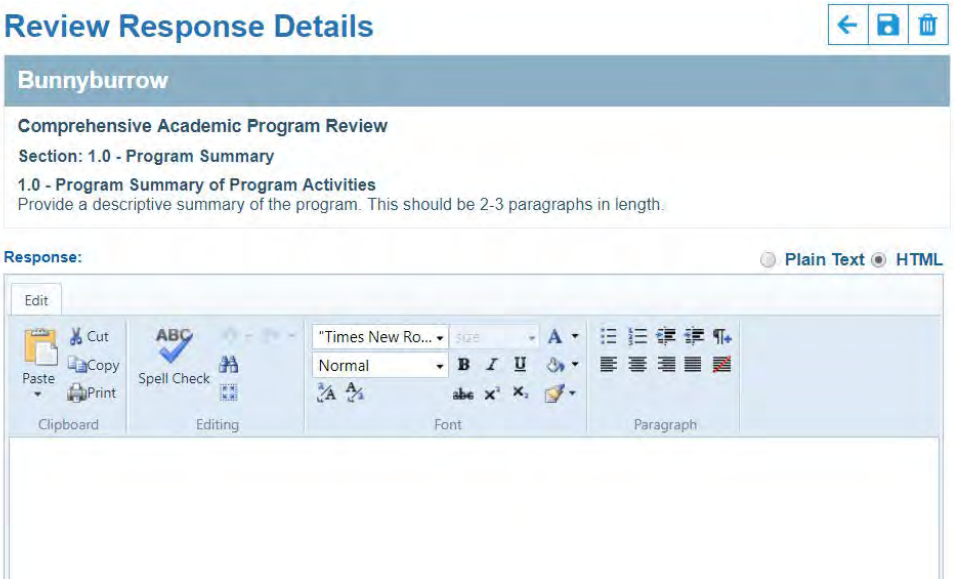
This will take you to the **Program Details** page. On this page, go to the **Program Review** section and you will see either an Annual or Comprehensive Program Review template for your use. Select the caret in front of your assigned template to see the sections.

Use the caret in front of the section number to expand the section until you see a green **Response** box.

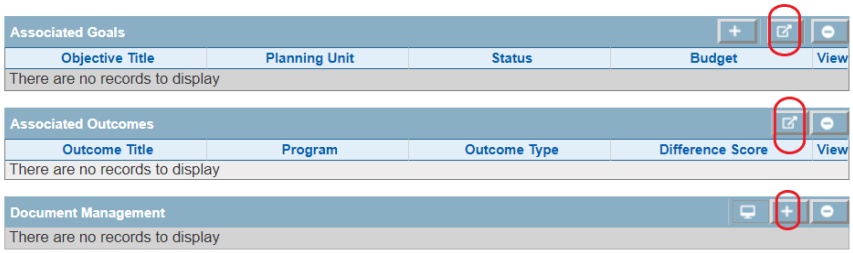


Select the pencil on the right side of the response box to open the **Review Response Details** page. *The icons to the right of the pencil should not be used. They do not align with our processes at this*

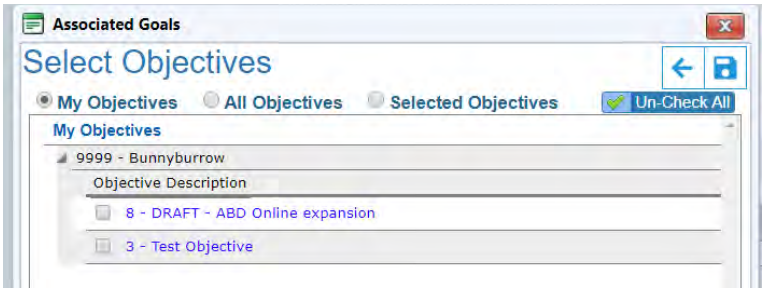
time. This is where you can enter your narrative. Select the blue diskette icon to save before addressing other areas on the details page.



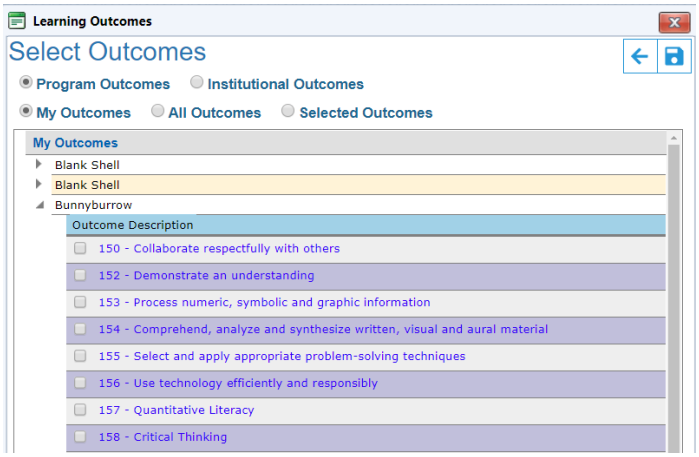
The **Review Response Details** page also gives the user the option to associate a goal from your planning unit with a particular section and/or a learning outcome. The **Document Management** box can be used to upload artifacts associated with the program review section.



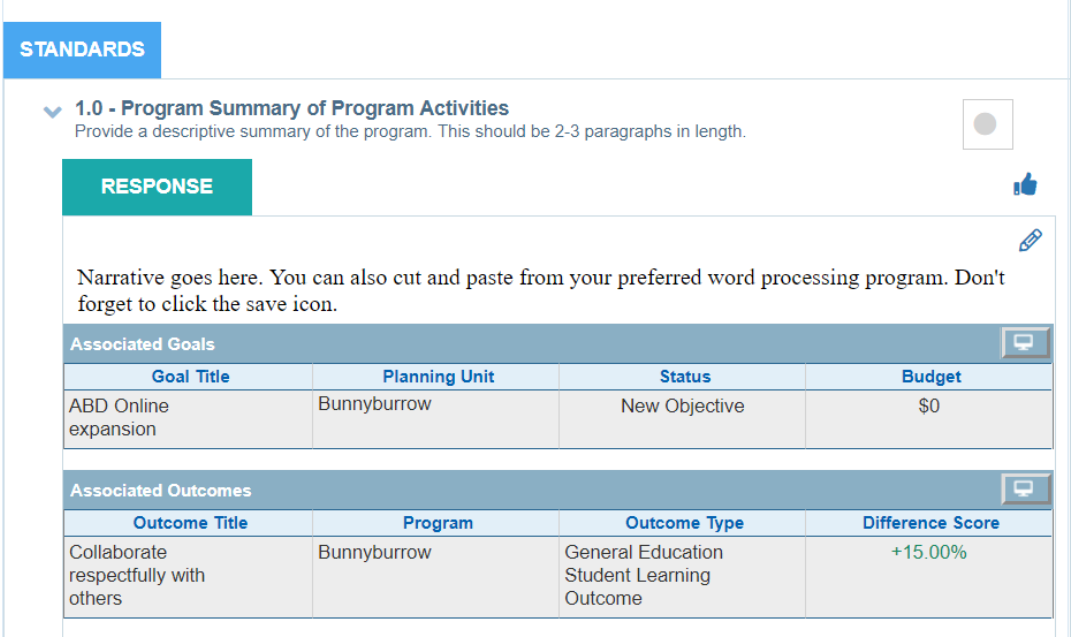
Select the square with an arrow icon to open the **Select Objectives** box. Select the caret in front of your planning unit then select the goal associated with this section. Select the save icon.



Select the square with an arrow icon to open the **Select Outcomes** box. Select the caret in front of your planning unit then select the learning outcome associated with this section. Select the save icon.



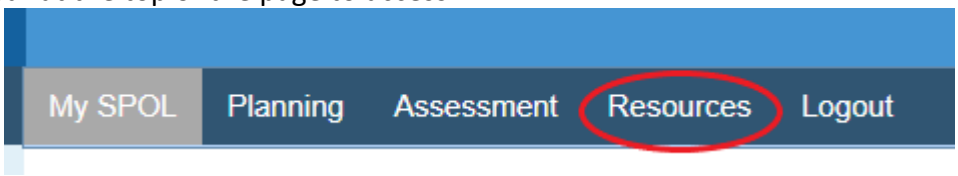
Here is what a completed section can look like:



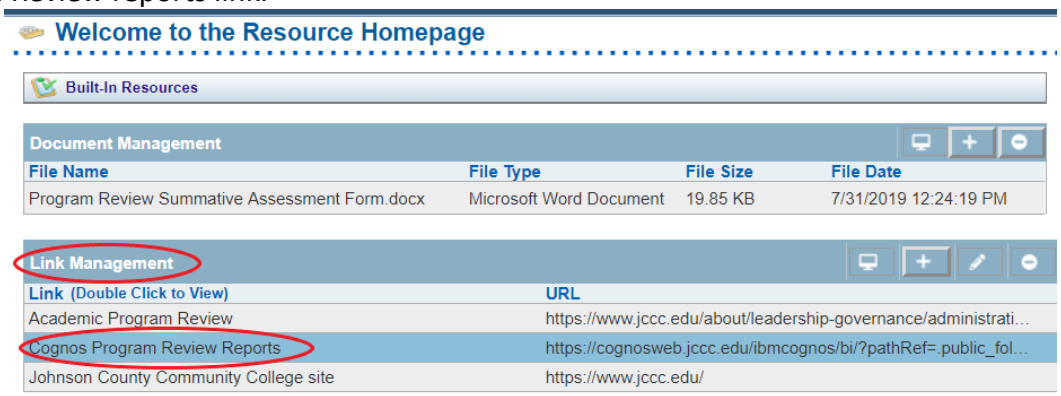
Not all sections will have associated goals or outcomes. Repeat the steps with each section until you have completed your **Program Review**.

How to Guide: Reports for Use with Academic Program Review

Academic program review reports are available using the web-based reporting tool Cognos. A link to the Cognos Program Review landing page is available in the **Resources** section of SPOL. Use the Navigation bar at the top of the page to access.

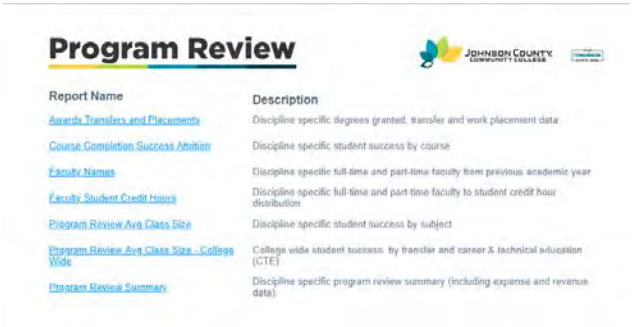


On the Resources Homepage, go the Links Management section and double click on the Cognos Program Review reports link.

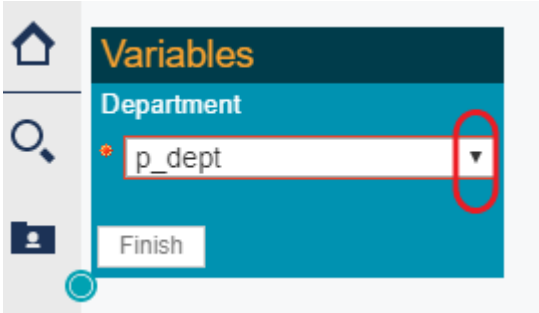


You may have to enter your JCCC single sign-on credentials again and then the Cognos Program Review homepage will open. **The Cognos database can only be accessed while on campus or VPN if off campus.**

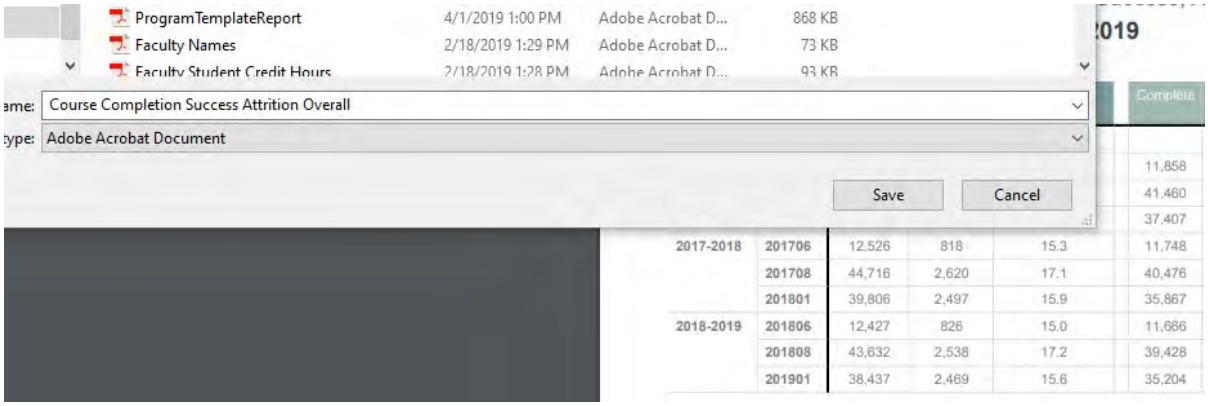
Please select the Academic Affairs box on the welcome page and the then select the report you wish to run by choosing the report name.



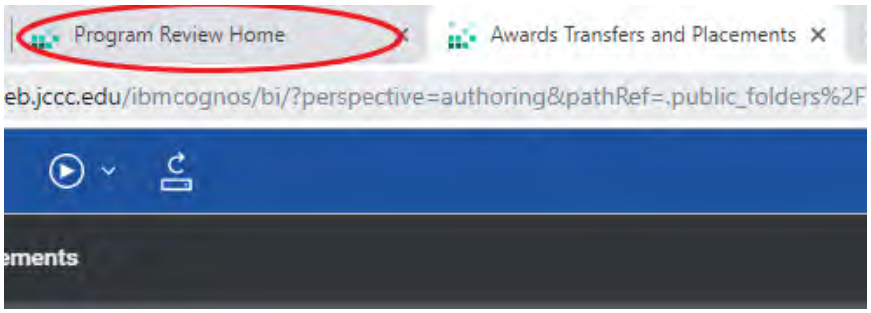
This opens the report generator in a new tab. Choose your program by using the variable drop down box then select finish.



The report will appear on your screen as a PDF and must be saved to your computer. Once the PDF appears on your screen, choose the down arrow on the black tool bar (appears beneath the blue navigation bar). This will open a Save As box. Choose the location to save your document then select save. If you do not have a black tool bar, you may also right click on the PDF document then choose Save As and follow the same steps.



To run the next report, return to the Cognos Program Review homepage and repeat the steps for each report listed.



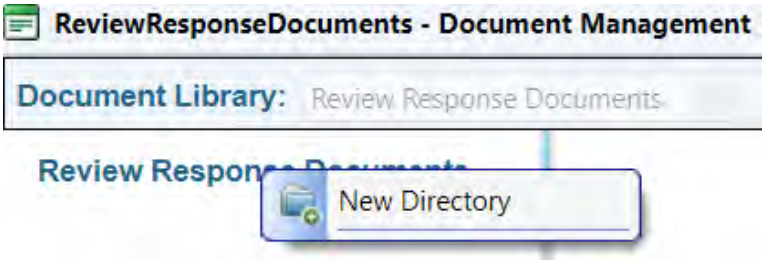
It should be noted that:

- College Now and contract honors are excluded.
- Data reflects the end of the semester after grades are posted.

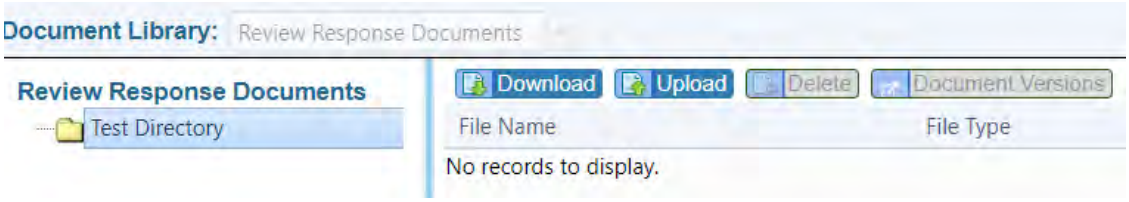
Upload Reports into Program Review

Using the Document Management box in section 5.0 Program Accomplishments and Reflection on Data & Trends, upload saved pdf reports into program review.

Select the plus symbol to open the **Document Management** box. Right click on **Review Response Documents** to create a **New Directory**.



8. After naming your directory, press enter. Now you have the option to upload documents into the directory. *Helpful hint: please make sure when naming directories or uploading files you include your department name, i.e. AEIO Budget, ENGL Course Completion Success, ECON Reports, etc.*



Description of Reports for Academic Program Review

Average Class Size, Completer Success, & Attrition

Enrollment and number of sections taught by term for an academic year. Enrollment is a duplicated number. A student may be enrolled in more than one class within a term and/or within an academic year.

Average class size: enrollment divided by the number of sections within the term.

Completion: defined as the number of students receiving a grade of A, B, C, D, F, or P in the course.

% completion: defined as the number of students completing divided by enrollment.

Success: defined as the number of students receiving a grade of A, B, C, or P in the course.

% completer success: defined as the number of success students divided by the number of students completing the course.

Attrition: defined as the number of students receiving a grade of W in the course.

% attrition: defined as the number of students with a grade of W divided by the enrollment in the course.

Course Completion, Success & Attrition by Online vs. On-Campus Delivery

If the program area offered no online courses during any of the three academic years, only the on campus data are presented.

Enrollment is a duplicated number. A student may be enrolled in more than one class within the term and/or academic year.

% Completion: defined as the number of students receiving a grade of A, B, C, D, P, or F divided by enrollment for the course.

% Success: defined as the number of students receiving a grade of A, B, C, or P divided by the number of students completing the course.

% Attrition: defined as the number of students receiving a grade of W divided by enrollment for the course.

Declared Majors, Awards, Transfers, and Placements

Number of declared majors. A count of students declaring major within program.

The number of degrees and certificates awarded by major during an academic year. A student receiving multiple certificates and/or degrees within an academic year will be reported once for each degree and/or certificate received.

Number of students transferring by the previous academic year. National Student Clearing House data were used in identifying whether a graduate had transferred. If a student received an AAS and a certificate within the program in the same year, they will be reported multiple times. A student is reported under each award received.

Placements. The placement rate is based on percent of students responding to the OPR career student follow-up survey indicating they are working in a related field. If a student received an AAS and a certificate and was employed in a related field, the student would be reported under each award received.

Student Credit Hours by Faculty Type

Number of faculty by full-time and part-time by term. Number of faculty is an unduplicated number within each term.
Student credit hours taught by full-time and part-time faculty by term.
Student credit hours (SCH) are divided by the number of faculty teaching a class. For example, if ENGL 121 003 is taught by 2 faculty, the student credit hours are divided by 2 for that class. The total column reflects the total student credit hours for the course/program.

Faculty Name by Type for Most Recent Academic Year

A list of faculty names for the previous academic year by full-time and part-time status for the program. If a faculty member was full-time in one term and part-time in another term, the faculty name will appear under both the full-time and part-time heading.
Note: Full-Time for program review reporting joins on employees home org to determine if they are a full-time faculty for users program. For example, if a full-time English faculty teaches in both English and Sociology, the faculty member will show as full-time in English's program review reports, and part-time in Sociology.

Additional Resources available in the Resources tab include:

- Advisory Board Committee Membership
- KBOR Core Indicators
- Definition of Co-Curricular
- Follow-up Survey of JCCC Program Completers
- Co-Curricular Definitions

In the Document Repository in the Assessment module, you will find Advisory Board reports by Program.

Appendix 1: S.M.A.R.T. Goal Setting

S.M.A.R.T goal setting is based on the acronym for the five (5) steps of specific, measurable, achievable, relevant, and time-based goals. Use of this strategy can help in translating fuzzy goals into actionable plans for achieving real results.

The following are questions to help guide in setting both long-term and short-term goals:

SPECIFIC – What will the goal accomplish? How and why will it be accomplished?

MEASURABLE – How will you measure whether or not the goal has been reached? List at least two indicators.

ACHIEVABLE – Is it possible? Do you have examples where it has been done successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

RESULTS-FOCUSED – What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal? What is the benefit to students?

TIME-BOUND – What is the established completion date and does that completion date create a practical sense of urgency?